DOCUMENT RESUME

ED 124 433 SE 020 999

TITLE	Careers in Demography.
INSTITUTION	Population Association of America, Inc., Washington, D.C.
PUB DATE	74
NOTE	18p.; Not available in hard copy due to color-coded charts and graphs
AVAILABLE FROM	The Population Association of America, Incorporated, P.O. Box 14182, Benjamin Franklin Station, Washington, D.C. 20044
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Career Opportunities; *Career Planning; Careers; *Demography; Environmental Education; *Graduate Study

ABSTRACT

This booklet begins with a discussion of the study of demography. Included also are: a description of the work of a demographer; an example situation employing the demographer's expertise; limitations of demographical analysis; uses of demography; demographical analysis of age distribution; population pressures on society; where demographers are employed and usual salary ranges; case studies of three demographers tracing their progress toward the status of professional demographer; advice on educational requirements leading to professional status as a demographer; and discussion of where to find programs in demography at the college level. A list of colleges and universities in the U.S. and Canada which offer graduate work in demography, including the department offering such studies, is given. A list of further references is provided for additional information. Colored charts and graphs are used throughout to illustrate the demographer's functions. (RE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED124433

Careers in Demography

. . . a concern with people and what happens to them

SE 020 999

CONTENTS

Demography in a Nutshell 2

Let's Take a Closer Look at Demography 3

A Demographer's View of Population Change 4

What Are the Boundaries of Demography? 6

Just How Useful Is Demography? 6

Impact of Age on Society 8

Population Pressures 9

Where Do You Find Demographers at Work? 10

Three Demographers and How They Got There 11

So You Want To Be a Demographer? 13

Where Are Demographers Trained? 14

Listing of U.S. and Canadian Universities 15

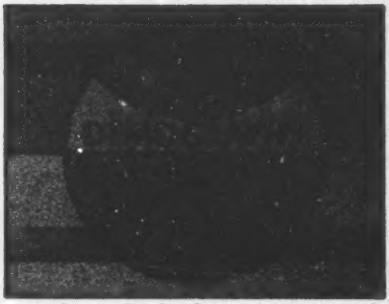
Where Can I Get More Information? 16

Acknowledgements 16

Published 1974 by:
The Population Association of America, Inc.
P.O. Box 14182
Benjamin Franklin Station
Washington, D. C. 20044

A guide for students
interested in

Demography as a career



Birth and death, marriage and divorce, birth control, sickness and health, the movement of people from the farm to the city and from the city to the suburbs, the aging of the population—*demography* is the study of all of these human activities, and the person who makes a career of such studies is a demographer. He is a scientist who studies the size and characteristics of human populations, and how they change.

A wise government or business has to look ahead and plan for the future and thoughtful government officials and businessmen turn to the demographer for help. For it is the demographer who seeks to know all he or she can about the size of the population. Is it growing smaller, larger or standing still? What are its people like? What are their ages and sexes? Are they single, married or divorced? What kinds of places are they moving from, and where are they going and why? What effects are these movements going to have on our cities and towns and businesses?

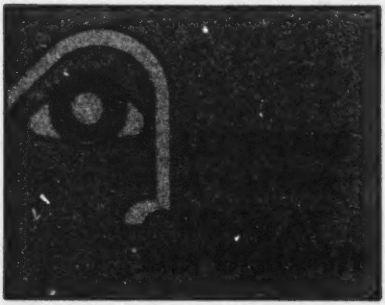
The demographer wants to know if we are having fewer or more children and what that means for the future of educational facilities. What are the causes of death and which age groups are being struck more heavily? Will we need more homes for the aged, more hospitals, more doctors (and what kind), and where will they be needed?

A demographer is needed to evaluate the effectiveness of programs designed to change the rate of population growth. What can be done to decrease deaths from certain causes or to change those factors contributing to early death? Can the rate at which babies are being born be influenced?

In considering the movement of people, what can be done to see that people live where there are jobs that can use their skills and houses they can afford without being too crowded or damaging the environment?

So if you have an interest in such subjects as sickness and health, manpower and the labor force, education, marriage and divorce, the conditions under which people live, the concentration of ethnic groups, the quality of the population and the impact of technological change, then you are a potential demographer.

If the thought of such a career appeals to you, this booklet will tell what education and skills you will need, where you may find appropriate schools, and where you might expect to find employment.



Careful, objective and systematic study of the population is the work of the demographer. He or she examines the number of people in a city, state, or country and finds out where they are physically located within those places. A demographer is not content to know only how many people there are, but also what parts make up the whole: the number of men and women, young and old, married and not married, native and foreign born, at work and not at work, literate and illiterate, etc.

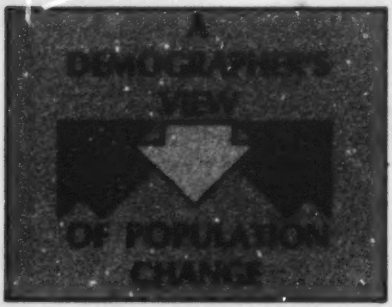
He or she also studies the changes that are taking place in the number, place of residence and composition of the population. Like a doctor who sees a change in the count of white corpuscles in your blood stream and can take action to head off serious illness, a demographer spots changes, identifies trends and calls attention to problems.

When people are born or die or move in or out of the country the population obviously changes. From 1960 to 1970 the U.S. population rose from about 180 to 204 million people. How did that happen? The increase of 24 million in that period came from a natural increase of 21 million (39 million births minus 18 million deaths) and the fact that 3 million more persons came to the United States than left its shores. To explain such changes one must have knowledge of fertility (the rate at which children are born), mortality (the rate at which people die), and migration (the rate at which people move in and out of the country).

Like other sciences, demography is trying to discover relationships that can be expressed in precise, quantitative form. Demographers do not work in a vacuum. They use tried and tested techniques of other professions, as well as some they have tried and tested themselves. They would be helpless without the analytical tools of statistics and mathematics. When demographers study fertility and mortality, they are reaching into the resources of sociology, economics, biology and psychology,

as well as using methods developed by demographers themselves.

To interpret demographic changes you need to understand their relationship to social, economic and political forces, as well as to ecology, geography, genetics, psychology and medicine.



Let us take a look at how an expert would explain why the country's rate of population growth increased from one to two percent between two successive censuses. First, one must assemble the figures on fertility, mortality, and migration, as in the following table.

The numbers show that between Years A and B the birth rate dropped five points while the death rate fell 10 points. As a result the rate of natural increase—the birth rate minus the death rate—rose five points.

The table also shows that in Year A the number of new arrivals to the country was balanced by departures, but in the Year B five more persons came into the country (for every 1,000 residents) than left. This five-point increase plus the five point natural increase meant a rise in the rate of population growth of 10 per thousand—or a one percent rise.

But there are still a lot of unanswered questions that begin with "why"?

Why did more people come into the country than leave it? Why did the death rate drop faster than the birth rate? Let's start with those.

Investigation might show that over time economic conditions had improved. When more jobs are around, you don't think of moving somewhere else. And people living in places where times are bad are attracted to the places where the living is better.

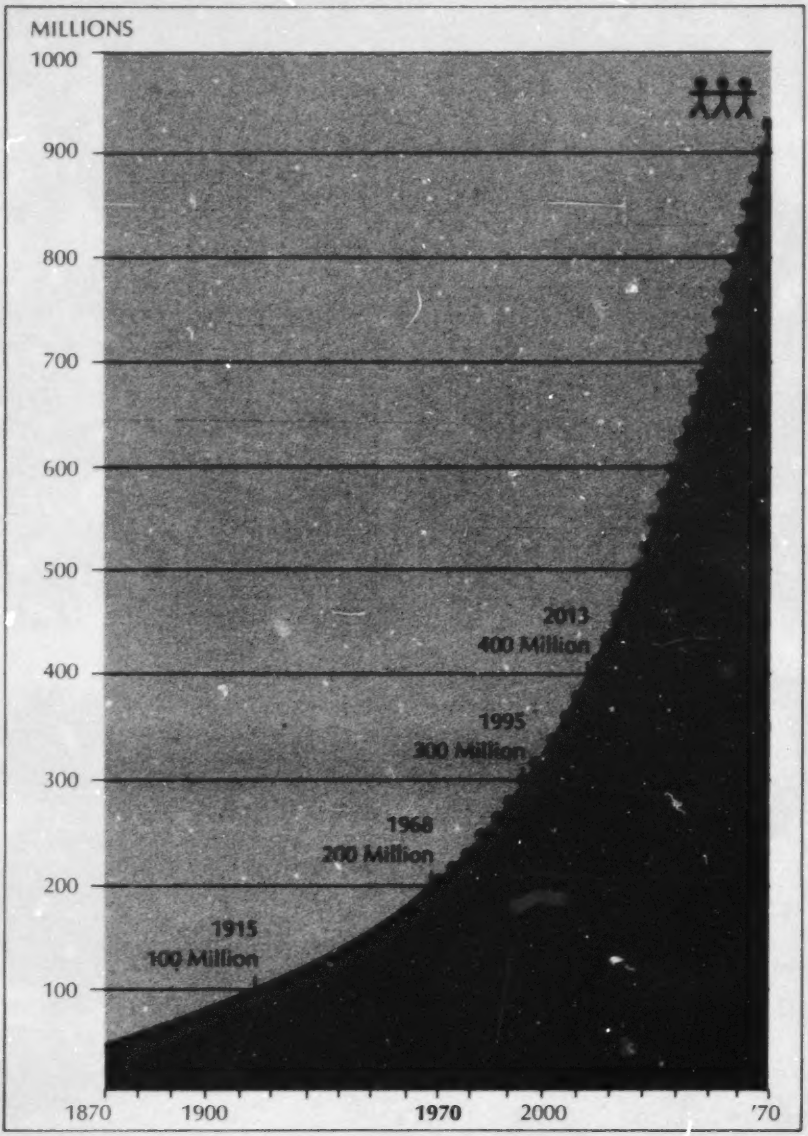
Now when people are better off, they can afford to pay doctors for better health care and grocers for better food and they pay more taxes. With more taxes, governments are better able to expand their water and sewer systems and provide better public health measures. And these programs and actions help people live longer.

The very programs that lower the death rate have interesting effects on fertility. When it becomes evident that fewer children and infants are dying, parents often begin to realize that they don't have to have six children to be sure three survive! Family planning comes into greater use.

With a lower death rate, fewer marriages are broken by the loss of a partner. Longer marriages usually

	Number per 1,000 Persons				
	Births	Deaths	Natural Increase	Net Migration	Total Increase
Year A	40	30	10	0	10
Year B	35	20	15	5	20
Change	−5	−10	+5	+5	+10

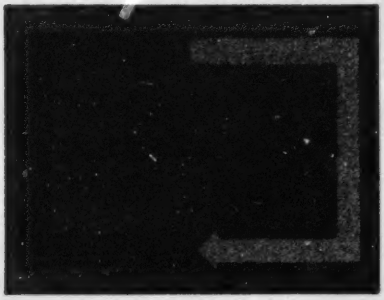
U.S. POPULATION: 2 vs 3 CHILD FAMILY



The population of the United States passed the 100-million mark in 1915 and reached 200 million in 1968. If families average two children in the future, growth rates will slow, and the population will reach 300 million in the year 2015. At the 3-child rate, the population would reach 300 million in this century and 400 million in the year 2013. (Projections assume small future reductions in mortality, and assume future immigration at present levels.)

mean more years of childbearing. Another factor in rising immigration is that young immigrants of childbearing age are attracted. They not only have children, but being young, they help to reduce the country's death rate, since the rate among young adults is typically low.

As you can see, it takes an expert to penetrate the surface of plain numbers and bring out their living reality.



It isn't easy or desirable to put demography into a strait jacket and say it begins here and ends there. It certainly *is* demography when you concern yourself with rates of fertility, mortality and migration. It is demography when you are concerned with changes in these areas of human life and the way these changes influence each other.

But since social, psychological, economic, and biological conditions all affect population change, it is a little difficult to decide where demographic, sociological, economic or biologic analyses begin or end. As a result you see labels used such as formal demography, social demography, population studies, economic demography, historical demography, and mathematical demography.

No matter. As long as one understands the relationships, one need not be confused. In biology, population genetics and reproductive physiology are closely related to demography, while in geography, population geography is a major area of study. The growing knowledge of relationships between demographic and other phenomena may well lead to other combinations.

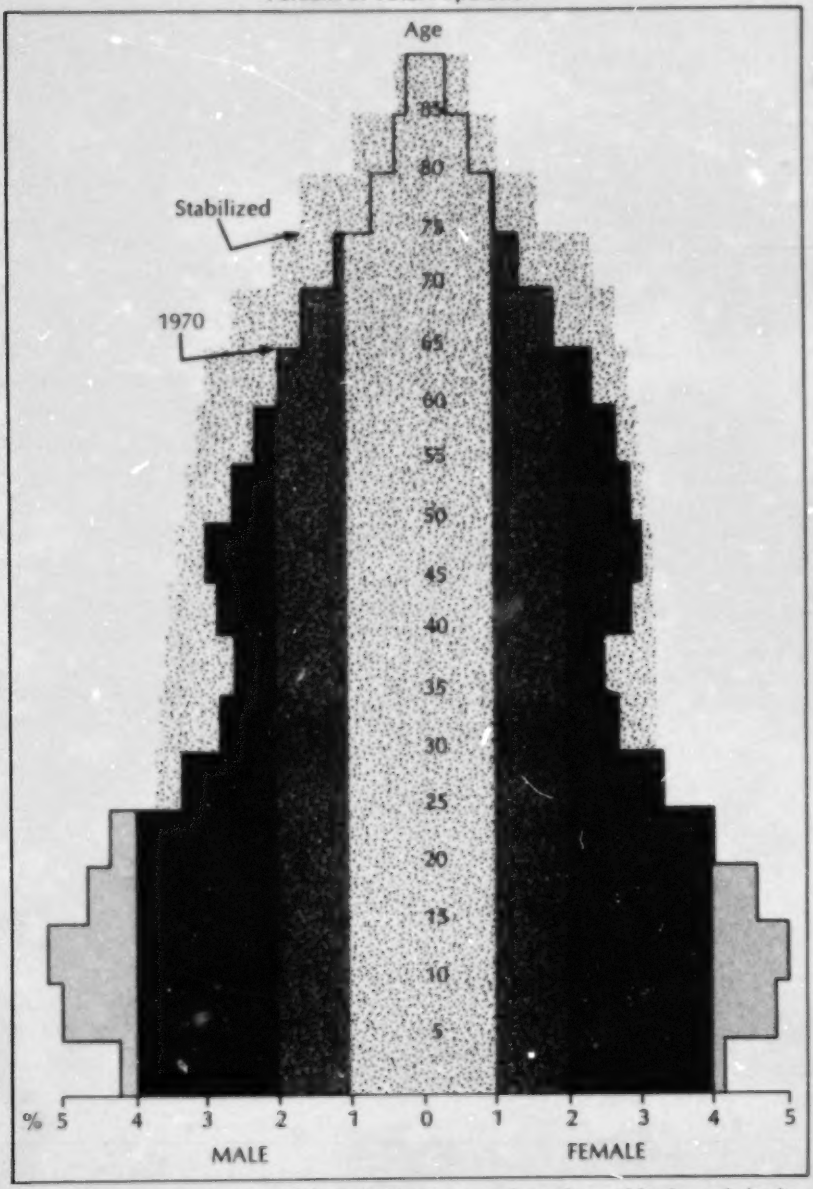
And the person interested in a career in demography will find that he can get there by following a choice of byways with the help of certain fundamental skills to be discussed shortly.

If you want to understand the society in which you live, where it has been, where it is now, and where it is going, you have to be able to make the kind of analysis we have been discussing—demographic analysis. It was of critical importance to a number of European countries in the 1930's when population growth rates were low and the outlook for labor resources was bleak and it is important today in poor countries where population growth rates are high and available resources and jobs cannot support the growing numbers.

We have a comparable problem right now in the United States. People have been leaving rural areas for better opportunities in the urban areas and leaving behind them severe problems for the rural elderly, disabled, unskilled and poor. The migration causes urban problems as well, for excessive urban concentration puts burdens on resources, results in

AGE DISTRIBUTION

Percent of Total Population



In a stabilized population with low death rates, equal numbers of births and deaths, and no immigration, the number of 50-year-olds would be nearly as large as the number of 5-year-olds.

social maladjustment, intensifies pollution, strains housing facilities and creates other pressures as well.

If you study and understand what is happening in your social surroundings, you can expect to have more success in developing realistic programs for heading off trouble

Age is perhaps the most important demographic characteristic. Just a small change in the age composition of the population can have an enormous impact on society. If a country has many children and few elderly, it obviously needs more money for maternal and child health services and schools and less for old age pensions and nursing homes.

At the same time, such a country has fewer people of working age than other countries. The younger societies have more young people depending upon fewer working people, or more youthful dependents per worker than older societies. On the other hand, a society's age structure may reach a point where the number of elderly dependents begins to get as large as its small number of youthful dependents. But few countries have yet reached this point.

Other things equal, countries with greater dependency burdens can save less of their income. So they have less money of their own to use for economic and social development.

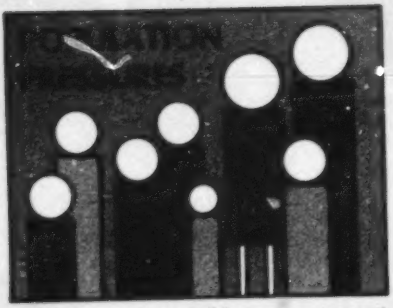
You cannot always trust your intuition in making judgments about age and population. For example, most of us would assume that the average age of the population would increase as we conquer disease and reduce the death rate. Demographers will tell you that this conclusion is not necessarily so!

When death rates fall from high levels, they fall more rapidly among infants and children than among older persons. This means that the relative numbers of infants and children increase and the population actually averages out as younger.

The age structure of a population changes most when fertility changes. If, for instance, the birth rate drops, the number of babies born *relative* to the total population becomes smaller and smaller each succeeding year. Sometimes the actual total number of babies drops as well. In a matter of 30 years great changes can occur in the numerical relationship between those under 15, those between 15 and 64 and those over 65.

It is revealing to consider as an example a population with no migration whose birth rate has exceeded 40 per 1,000 for a long time. About 43 percent of its population would be under 15 and about 54 percent between 15 and 64. Now if the birth rate were cut in half, in a period of 30 years the percentage under 15 would drop 10 points to 33 percent but the 15 to 64 group would rise 8 points.

You have read far enough along in this booklet to begin to understand the impact these changes would have on jobs, schools, housing requirements and the whole complex of social organization.

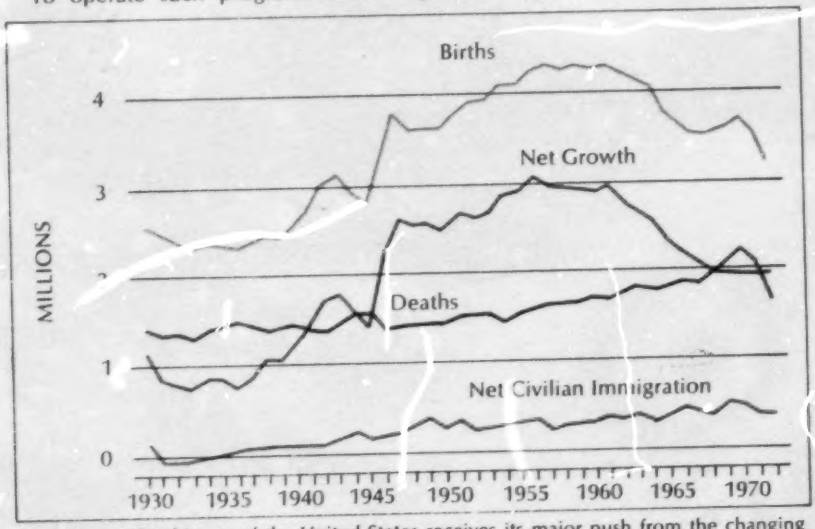


Many serious problems are present in a number of developing countries where birth rates remain high and death rates have fallen sharply. In these circumstances the population shoots up very quickly, outpacing food supplies, housing, jobs . . . you name it. Some countries have had to step up existing population control programs or establish large-scale family planning programs to contend with the pressures.

To operate such programs effectively, you have to learn how big the problem is, to identify which groups need particular attention, to establish realistic short and long run goals, and to judge how well the goals are being met. Among the skills needed to do these tasks, that of the demographer is essential.

For demographers have learned a great deal about the relations among mortality, fertility and age structure. They can describe the conditions under which a specified population growth rate can be achieved, whether it be positive, negative, or zero. And they know what it means to reach such rates rapidly or slowly.

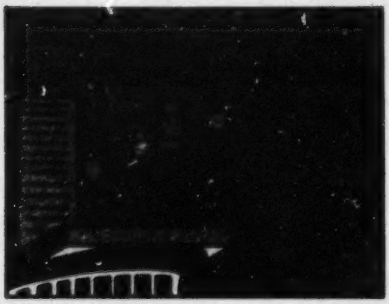
Even in a country with inadequate vital statistics, a demographer can usually make reliable estimates of birth and death rates. By assuming negligible migration and fairly stable fertility, where these conditions appear to apply, estimates of growth



Demographic history of the United States receives its major push from the changing influence of births, deaths, and migration. The Net Growth in the U.S. population is shown, above, to be strongly influenced by the changing number of births.

Source: Current Population Reports, Population Estimates and Projections, Series P-25, No. 499 (May 1973), Washington: U.S. Department of Commerce, Bureau of the Census.

rates; birth rates and death rates can be made from sample survey or census data on age structure. The method has worked in several such countries and demography has helped dispel ignorance and provide needed information.



While most demographers today in Canada and the United States are to be found working in colleges and universities and the second largest number work for the governments in those countries, they are increasingly being hired by private organizations.

On the campuses they teach and conduct research. In the government they work for agencies which collect, process, analyze, interpret and publish information from censuses, sample surveys and vital statistics registration systems. In business offices they influence decisions on locating plants, establishing new markets and planning sales.

You will find government demographers at work in the following agencies among many others: Census Division of Statistics Canada, in Ottawa; U.S. Bureau of the Census in Washington; Health Research Division, Department of National Health and Welfare, Ottawa; Office of Population, Agency for International Development, U.S. Department of State, Washington; the Federal Reserve Bank of San Francisco; and the National Center for Health Statistics and the Center for Population Research, National Institute for Child Health and Human Development, all in the U.S. Department of Health, Education and Welfare in Washington.

In U.S. government agencies salaries for demographers range from $12,000 to $36,000 depending upon the highest degree held and subsequent experience. In 1973, a starting demographer with a one-year master's degree in the Census Bureau would be eligible for $12,167 a year; a demographer with a two-year master's degree and one year of experience was eligible for $14,671; a Ph.D. was eligible for a starting salary of $17,497. From there on up advancement is competitive, reflects responsibility for managerial functions and special abilities. In addition, regular increases in pay are built into the Civil Service system but it is not unusual for outstanding government demographers to be in the $30,000 category. (Salaries noted were offered in December 1973.)

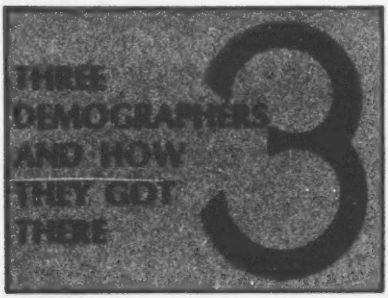
In state, county and city government agencies you will find demographers working in many different agencies concerned with: family planning and family planning evaluation in medical, health or welfare programs; vital statistics agencies; planning commissions; census and population research; employment security; development offices and business research offices. State and local offices involved with local population estimating are so numerous that the U.S. Census Bureau periodically publishes an inventory of them.

In international organizations, where the demand for demographers has been increasing, you will find them in such agencies as the World Bank, the Population Unit of the Organization for Economic Cooperation and Development, the Population Di-

vision of the United Nations, the World Health Organization, the Pan American Health Organization, and the International Institute of Family Planning.

And demographers increasingly are being hired by private organizations, both non-profit and companies with national or international marketing interests. Their services are sought for reliable economic and social forecasting of critical importance in constructive business planning. Several such organizations are the Metropolitan Life Insurance Company, the American Telephone and Telegraph Company, and the Equitable Life Assurance Society.

Finally, many persons work at demography without specifically or officially being designated demographers. If you look at the analytical work being done in such fields as manpower and labor, social security, welfare, personnel management, private pension planning and workmen's compensation, you will see demographic analyses, perhaps under different titles.



Experts in every field often arrive at their positions by diverse routes. For example, one brain surgeon may have had his or her interest excited early by watching a scout leader bind the broken wing of a bird; another by an early love of work with intricate gadgets; and a third by his or her respect for a relative who was a surgeon. The same is true of demographers, and it may be instructive to examine briefly how three of them arrived at their professional calling. Let's look at a government demographer, a teacher, and a consultant.

The Government Demographer. He completed his formal education when college courses in demography were rare. His early interest in college was geography, in which he earned a B.A. degree. For a master's degree he switched his major to economics, and as he had placed a heavy emphasis on statistics, he was a prime candidate for a job with the Bureau of the Census. His early interest was in population statistics, and his increasing interest in the subject has developed into a 15-year career and the evolution of a leading demographer.

The central part of his work involves the collection of data about the age and sex composition of the U.S. population, its marital status, number of births, educational achievements, participation in the labor force and other characteristics.

The official census, taken every 10 years by law, is the best source of much of these data, and between censuses our official is kept busy analyzing the material and helping to prepare the large number of publications presenting the data. He is also busy preparing for the next census and developing and designing periodic surveys to be taken in years between censuses.

Can you imagine the scope of interest in census data needed by government agencies, the Congress, teachers, and scholars on all subjects! Think of the questions of social significance: How do age and sex changes affect educational needs in the next ten years, classrooms, elementary and high school teachers?

How rapidly is the number of the aged increasing and what does this mean for social security programs? How closely are earnings related to education? Does this hold true for women and members of minority groups? What influences the age at which women marry, how many children they have, and whether or not they enter the labor market?

The government demographer has also developed a special research interest which sets him apart from others; he makes in-depth studies of what has happened to occupations of the American population. How do today's men and women differ from their mothers and fathers? Are they climbing the economic ladder? To what extent are they doing the same work as their parents?

As a result of his specialty, this official is frequently asked to testify before Congressional committees, to present scholarly papers at scientific meetings, and to address groups of various kinds.

He talks, he teaches, he influences government policy. He earns a good salary, has standing in his community and helps discover new knowledge about the American people, which if properly used can help us all. He is a demographer.

The Teacher. Here is a man from a small midwestern city who found that in college he enjoyed most, and did best of all in, mathematics and biology. His interest in demography came from the inspirational words of an instructor who dramatized for him the consequences of the rapid increase in the world's population. The teacher described the hardships, the starvation and famine in countries where increasing birth rates were outracing resources to feed, clothe and house the people. How can you improve your economic and technological resources as a nation if you are constantly falling behind because of population pressures?

This bright student's curiosity led to social science courses and expanded interest in demography, and he decided to get a master's degree in the study of population. With an M.A. he could now teach his favorite subject while preparing to get a Ph.D. in the related field of sociology.

Now he teaches courses to upperclass and graduate students at a university and in turn arouses their interest in population, urban sociology, statistics and research methods. And he contributes to the development of demography through research reported in professional journals, monographs, and scholarly papers presented at annual meetings of professional demographers.

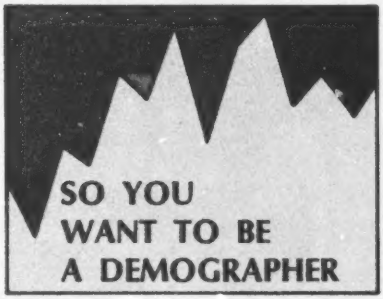
He has a fine career, a good income, a feeling of contributing to the solution of society's problems. He too is a demographer.

The Consultant. As a girl, this woman always dreamed about having jobs which would take her around the world. Her first degree in college was in anthropology. In graduate school, she majored in sociology and wrote a doctoral thesis on the population of Latin America . . . and a new demographer was born.

This thesis required a fluency in Spanish and led to a two-year job as a consultant with a foundation interested in setting up a population center for teaching and research in Latin America. There she taught, trained graduate students in population, and supervised interviewing teams who were sampling attitudes towards family planning. When her part of the assignment was complete, she left the job with a corps of students behind her, trained by her and able to carry on the work.

Now the youthful ambition to travel could be turned into a grown-up's reality for she had a choice of overseas assignments and was able to undertake a project as a consultant on population statistics in Southeast Asia. Thus the world is her oyster. She has an exciting career in a subject she loves, working in foreign countries and influencing the growth and development of the countries which use her expert knowledge.

Here we have seen three different people with different backgrounds pursuing demographic careers who arrived at their stations following different routes.



Let's look at the educational opportunities that are open to those interested in demography. It should be clear at the outset that the profession does not bar anyone, man, woman or member of a minority group. What is looked for is the training you have and your dedication to this important science.

As in many professions today, the serious work of becoming a demographer begins in graduate school, but what you study in undergraduate school will shape the road you take in demography. Most colleges now have undergraduate courses in population, usually in the sociology department, and many other disciplines on campuses include various aspects of population as they have their impact on economics, government activities, geographic movements, anthropology and ecology.

An undergraduate major in one of the social sciences, biology, or mathematics would be useful, but whichever one is chosen the student should supplement it with a liberal sprinkling of courses from among economics, sociology, geography, biology, history, psychology, government, statistics, and mathematics.

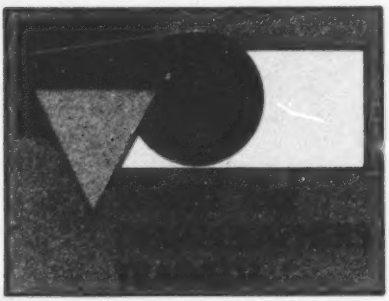
With a bachelor's degree only, a graduate is not yet a fully qualified demographer. Most bachelor's recipients, however, have other skills that are useful in demographic work, and with these skills the college graduate may sometime find employment in demographic activities. If skilled in statistics, work may be found on demographic or actuarial studies. If skilled as a computer programmer, work in processing demographic data is possible. If skilled as an interviewer, jobs on surveys or on family planning evaluation studies may be located. Most of this is junior level work, performed under the supervision of a more experienced demographer.

It is in graduate school where one becomes a demographer in the full meaning of the word, and this training usually is to be found in the sociology departments. Here M.A. and Ph.D. candidates study mathematics, statistics, sample survey methodology, and computer science methods, as well as courses dealing with fertility, mortality, migration, population policy, urbanization, etc. Other pertinent subjects, such as public health and city and regional planning, are also recommended.

The serious study of demography in graduate school is no snap course. Students find themselves deeply involved in theses on population; they

are developing and testing hypotheses and challenging existing theories of population change; and they are being thoroughly grounded in the skills of their craft.

A hard working full-time graduate student can often obtain an M.A. degree in a year and a gifted student can win his Ph.D. in another two years. These time periods vary widely depending upon the nature of the degree requirements and how continuously a student can study—so it may be two years for an M.A. and several more for a doctorate. It often depends upon financial resources, taking interim jobs, staying with the hard work of comprehensive examinations and dissertations. A competent student can often obtain the financial means through grants, part-time teaching or research assistant jobs.



If you were to study the background of persons thought to be the most outstanding demographers today, it is safe to say you would find that many of them were self-trained and that their formal study of the field was limited. On the other hand, those established leaders have made such important contributions to knowledge and research methods in demography, that it is now extremely difficult to gain professional competence without formal training.

While the opportunities for formal training in demography have increased in the last 10 years, it is still virtually impossible to get an undergraduate major in demography. However, on the graduate level over 50 master's and doctoral programs in demography now exist in the United States and at least six are available in Canadian universities. Some of these are in separate departments, while others are organized around partially autonomous population research centers. Following is a current list of the university departments that offer graduate training in demography.

U.S. AND CANADIAN UNIVERSITIES WITH GRADUATE DEPARTMENTS EMPHASIZING DEMOGRAPHY

Key: A—Anthropology
E—Economics
D—Demography
PH—Public Health
S—Sociology

Dept.	UNITED STATES
S	Brown University, Providence, R.I. 02912
S	California (Berkeley), Univ. of, Berkeley, Calif. 94720
S	California (L.A.), Univ. of, Los Angeles, Calif. 90024
S	Chicago, Univ. of, Chicago, Ill. 60637
S,A	Columbia University, N.Y., N.Y. 10027
S	Connecticut, Univ. of, Storrs, Conn. 06268
S	Cornell University, Ithaca, N.Y. 14850
S	Duke University, Durham, N.C. 27706
S	Emory University, Atlanta, Ga. 30322
D	East-West Population Institute, East-West Center, Honolulu, Hawaii 96822
S	Florida, Univ. of, Gainesville, Fla. 32601
S	Florida State University, Tallahassee, Fla. 32306
S	Georgia, Univ. of, Athens, Ga. 30601
S	Georgetown University, Washington, D. C. 20007
E,PH	Harvard University, Cambridge, Mass. 02138
S	Iowa State University, 204 E Hall, Ames, Iowa 50010
S,PH	Johns Hopkins University, Baltimore, Md. 21218
S	Kansas State University, Manhattan, Kan. 66502
S	Kentucky, Univ. of, Lexington, Ky. 40506
S	Louisiana State University, Baton Rouge, La. 70803
S	Maryland, Univ. of, College Park, Md. 20742
S	Massachusetts, Univ. of, Amherst, Mass. 01003
S,E,PH	Michigan, Univ. of, Ann Arbor, Mich. 48104
S	Michigan State University, East Lansing, Mich. 48823
S	Minnesota, Univ. of, Minneapolis, Minn. 55455
S	Missouri, Univ. of, Columbia, Mo. 65201
S	New School for Social Research, 66 W. 12th St., N.Y., N.Y. 10011
S	New York, State Univ. of (Buffalo), 4224 Ridge Lea Campus, Buffalo, N.Y. 14226
S,PH	North Carolina, Univ. of, Chapel Hill, N.C. 27514
S	Notre Dame, Univ. of, Notre Dame, Ind. 46556
S	Ohio State University, Columbus, Ohio 43210
S	Oregon, Univ. of, Eugene, Ore. 97403
S,E,D	Pennsylvania, Univ. of, Philadelphia, Pa. 19104
S	Pennsylvania State University, University Park, Pa. 16802
E,PH	Pittsburgh, Univ. of, Pittsburgh, Pa. 15213
S,E,D	Princeton University, Princeton, N.J. 08540
S	Southern California, Univ. of, Los Angeles, Calif. 90007
S	Stanford University, Palo Alto, Calif. 94305
S	Tennessee, Univ. of, Knoxville, Tenn. 37916
S	Texas, Univ. of, Austin, Tex. 78712

Dept.	
S	Tulane University, New Orleans, La. 70118
S	Washington, Univ. of, Seattle, Wash. 98105
S	Wisconsin, Univ. of, Madison, Wis. 53706

CANADA

S	Alberta, Univ. of, Edmonton 7, Alberta, Can.
S	British Columbia, Univ. of, Vancouver 8, Can.
S	Manitoba, Univ. of, Winnipeg 19, Can.
D	Montréal, Université de, C.P., 6128, Montréal, Can.
S	Toronto, Univ. of, 565 Spadina Ave., Toronto, Can.
S	Western Ontario, Univ. of, London, Ontario, Can.

WHERE CAN I GET MORE INFORMATION?

A Sourcebook on Population, Volume XXV, No. 5 (November 1969), of the *Population Bulletin* (50¢), available from the Population Reference Bureau, Inc., 1755 Massachusetts Avenue, N.W., Washington, D. C. 20036. Contents: a glossary of demographic terms, a bibliography of demographic publications classified by the nature of the information in the publication, and a list of names and addresses of population programs and organizations, university graduate programs, and government sponsored family planning programs.

"Demography as a Profession," in *The Study of Population*, Philip M. Hauser and Otis Dudley Duncan, eds., Chicago: the University of Chicago Press, 1959.

A Directory of Members, Population Association of America, 1972 ($2.00), available from the Population Association of America, P.O. Box 14182, Ben. Franklin Sta., Washington, D.C. 20044. Useful to the prospective student in helping to identify and locate a demographer with whom to discuss the possibility of a career in demography.

Directory of Members' Scientific Activities, International Union for the Scientific Study of Population, 1969, lists members of the Union by world region of residence, address, title of position held, and lists of major publications (cost not stated). Correspondence should be addressed: Secretary General and Treasurer, International Union for the Scientific Study of Population, Rue Forgeur 5, 4000 Liege, Belgium.

Several periodicals regularly publish the results of demographic research, such journals usually being found in college libraries: *Demography*, *Population Studies*, *Population Index* (chiefly being an annotated bibliography), and others.

ACKNOWLEDGEMENTS

This pamphlet was prepared by a committee of the Population Association of America, Inc., that included Abbott L. Ferriss, Chairman, Murray Gendell, and Ralph Thomlinson. Approximately 40 members of the Association contributed suggestions for revision of an earlier draft of the pamphlet. Their assistance is gratefully acknowledged by the Committee. Appreciation, also, is expressed for a grant from the Population Council, Inc., that made possible its publication and distribution.